DOCUMENT RESUME

ED 091 629 CG 008 891

TITLE	School Psychological Services Handbook.
INSTITUTION	Livingston-Steuben-Wyoming Board of Cooperative Educational Services, Leicester, N.Y.
PUB DATE	73
NOTE	48p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Evaluation Criteria; *Guides; Handicapped Students; Manuals; Professional Training; *Psychological Services; Referral; *Role Perception; *School Psychologists; School Services
IDENTIFIERS	Board of Cooperative Educational Services; BOCES

ABSTRACT

This handbook is designed as an aid to administrative, instructional and pupil personnel staff in understanding and making efficient use of school psychological services. New personnel joining a psychological services staff will find this handbook valuable as it defines the various roles, relationships, and procedures involved in such a position. The handbook may also serve as a tool for the maintenance of an on-going evaluation program. An extensive section on education for the handicapped is included. (LP)

ED 091629

SCHOOL PSYCHOLOGICAL SERVICES HANDBOOK

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
LIVINGSTON-STEUBEN-WYOMING
SOLE SUPERVISORY DISTRICT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JAMES G. WOMACK
DISTRICT SUPERINTENDENT OF SCHOOLS

JAMES L. NOETHER
DIRECTOR OF PSYCHOLOGICAL SERVICES

1973

CG 008 891

INTRODUCTION

School Psychological Services can no longer be considered a new concept in public education, and since the organization and delivery of Services has become consistently more sophisticated the Livingston-Steuben-Wyoming BOCES Psychology Staff considered the development of a comprehensive Handbook of School Psychological Services to imperative.

The Handbook should be a valuable aid to administrative, instructional and pupil personnel staff in understanding and making efficient use of BOCES Psychological Services.

New personnel joining the Psychological Services Staff will find this Handbook a valuable asset during their orientation. In addition, it will assist the staff in maintaining an on-going evaluation program.

Finally, it may serve as a model from which others may develop similar handbooks.

James L. Noether, Director
School Psychological Services

II. ROLE OF THE SCHOOL PSYCHOLOGIST

A. Traditionally the role of the school psychologist has been one of psychometrician, or the individual sought for advice on educational problems as a last resort. Today, the role of the school psychologist is one of an additional special service person who makes many contributions to the school situation, and acts as a team member in dealing with problems related to student learning. This role may be described in the following way.

1. Aspects of the Assessment-Prescription-Implementation model.

   a. Assessment: Through classroom observation, teacher interviews, parent interviews, educational history, developmental history, specialists' opinions, and individual testing, determine the specific internal and/or external factors hampering the child's school functioning.

   b. Prescription: In cooperation with teachers and other school specialist, the school Psychologist helps to develop a strategy to assist the child toward school adjustment. Prescriptions may involve reevaluation of the child's educational program; behavior modification techniques; modification of communication patterns; sensitizing teachers and parents to the child's feeling and needs; helping teachers and parents to become more aware of their own feelings toward the child, individual or group counseling; and outside agency referral.

   c. Implementation: Implementation may involve work with teachers, parents, and other school specialists on a continuing basis through the course of effecting the prescriptive strategy, and developing additional and/or alternative prescriptions if needed.

2. Individual and group counseling.

   a. When prescription indicates individual or group counseling the psychologist can provide this service to students and parents.

   b. The psychologist also accepts self referrals from students who request counseling services. Self referral is the preferred method for the initiation of counseling.

   c. The psychologist, while maintaining confidentiality, works closely with all other departments to achieve a coordinated and consistent approach toward the student.

3. Consultation.

   a. Consultation will normally take place within the Assessment-Prescription-Implimentation model.

   b. The school psychologist may formally or informally be requested to consult with the school staff on matters relating to development or behavior in the classroom.

   c. He may consult with teachers on curriculum development in sub areas dealing with mental health or the social sciences.

4. Mental Health Programming.

   a. The school psychologist may address school and community groups on aspects of mental health with respect to the school situation.

   b. He may work with school class groups toward the understanding of problems of normal development, and ways of handling these problems.

5. Training.

   a. The school psychologist may be involved in the supervision of school psychology interns during their field experience.

   b. He may train teachers and other school personnel in the early recognition of specific educational disabilities, and in new methods and techniques involved with remediation or compensation.

   c. He may also train parents through conferences or workshops in the effective treatment of child behavior problems.

   d. The school psychologists professional growth may be enhanced through participation in and attendance at in-service training programs and professional conferences.

6. Research.

   a. The school psychologist is involved in psychoeducational experimentation, which is discussed in another section of this Handbook.

RELATIONSHIPS OF PSYCHOLOGISTS TO OTHERS

B. The school psychologist may be directly involved with students, teachers, school administrators, parents, the public agencies, physicians and intern psychologists at any time. His relationship to each of these is discussed below.

1. Student - To the student the school psychologist is the person who evaluates pupils by means of observations, student and teacher interviews, testing, and several other techniques. The results of the psychological evaluation may be interpreted to students; however, the extent and depth of interpretation is dependent upon age and/or emotional stability. In some instances understanding of his personality and behavior by means of individual or group counseling may be effective. Regardless of the relationship of the psychologist to the student, all information remains confidential. The matter of confidentiality is currently being considered by the State Legislature. For current principles relating to confidentiality please refer to the section dealing with "Regulations concerning pupils records."

2. Teacher - The school psychologist acts as a consultant and may suggest new teaching methods in order to arrest both behavioral and academic difficulties of the student. He keeps the teacher informed as to the progress the student is making in various remedial procedures being used by the psychologist. It is his responsibility to inform the teacher regarding results of the evaluation and to discuss behavioral and academic expectations of the child. The psychologist may teach or supervise inservice programs for teachers and other staff members.

3. School Administrators - The school psychologist may recommend different methods of grouping and student classification, discuss psychological aspects of curriculum, suggest various classroom situations in order to improve the learning atmosphere, and may assist in other educational considerations. It is the responsibility of the school psychologist to write a report regarding referred students and to file it in the school administrator's office.

4. Parents - The school psychologist interprets results of his examination to the parents in a conference, obtains permission for release of any information regarding their child, and makes recommendations concerning the child in the home, and, if indicated, recommends that the parents seek assistance from an outside agency. He may assist them directly on methods for dealing effectively with problems.

5. Public - The school psychologist may be asked to inform the public of the principles of psychological adjustment. In this case he would serve only as a source of information. He may also be asked to serve on community committees concerned about mental health practices.

6. Physicians and Agencies - The school psychologist, with parental permission, informs physicians and agencies of the initial problem and keeps them informed of any changes in the child which aid in their remediation with him.

7. Interns - The school psychologist should be familiar with each case in order to make recommendations to the intern for either assessment or remediation. The school psychologist may assist in determining results of an individual examination. He may also assist the intern with parent and teacher conferences. In order for the intern to grow professionally, group sessions with other interns and psychologists may be held to discuss common problems.

III. QUALIFICATIONS, TRAINING

A. PSYCHOLOGISTS:

1) All psychologists joining the BOCES PSYCHOLOGICAL SERVICES staff must be permanently certified by the State Education Department in School Psychology. Effective January 1, 1973, this Certificate involves a minimum of sixty (60) graduate hours of prescribed curriculum and internship.

B. PSYCHOLOGIST ASSISTANT:

1) All psychologist assistants must possess a minimum of the Bachelor's Degree with major in psychology. Courses in psychological testing, abnormal psychology, personality theory, human development and at least one course in education should be included in the applicant's background study.

2) A comprehensive training program in the administration and scoring of standardized tests, clerical procedures, and interpersonnel relationships will be part of the applicant's training. Up to two weeks may be requested prior to actual employment for administering this training program.

3) The Psychologist Assistant will participate in on-going inservice programs dealing with techniques of assessment.

C. SCHOOL PSYCHOLOGIST INTERN:

1) The school psychologist intern shall possess all requirements for permanent certification in school psychology as set forth in the Regulations of the Commissioner except that he shall not have completed the internship requirement.

2) The school psychologist intern must possess qualities which are consistent with good practice within the school districts of the Livingston-Steuben-Wyoming BOCES Sole Supervisory District.

IV. GENERAL GUIDLINES

A. FUNCTIONS AND RESPONSIBILITIES OF THE PSYCHOLOGIST

Because of the nature of the school psychologist's position with a BOCES he is often required to divide his time among several districts. Since the services to the individual districts may vary depending on the size, length of working day, needs etc., it is important that the following guidelines be respected:

1. Every psychologist, assistant, and intern should provide key school personnel with his daily schedule in such form that they may be located at any time for long distance calls, emergencies, etc.

2. Each psychologist, assistant and intern shall maintain a log of "Distribution of School Psychological Services" showing the names of pupils, types of services rendered, conferences and consultations on each referral, indication of completed reports, follow-up information and agency referrals. (Standardized forms are provided for this purpose).

3. If, for reasons of sickness, personal days etc., a psychologist will be absent form a district, the psychologist should alert that particular district which, in turn, reports weekly absences to BOCES. The psychologist should also inform the director of psychological services.

4. The psychologist shall be responsible for submitting to the Director lists of children in need of special educational services and for completing State mandated examinations prior to deadline dates.

5. Each psychologist shall participate on the Local Committee on the Handicapped in those districts which he services.

6. Each psychologist should establish weekly staff meetings in the local school districts (especially at the primary and elementary levels) to include all school personnel involved with current psychological referrals. The format for pupil personnel staff meetings should be determined at the local district level.

7. Each psychologist shall cooperate with the special education staff in the local districts to assist them in providing complete programs and services to the handicapped.

8. The psychologist shall at all times keep the building principals (and supervising principal when requested) informed concerning all activities and progress. The process should be determined by consulting the local building principals individually.

9. The psychologist is expected to cooperate with and utilize the services of other agencies to minimize duplication of effort and to maximize use of available resources.

10. A series of in-Service workshops are conducted during the school year. The purpose is three fold:

    1. To provide additional training for school psychology interns.

    2. To provide continuing experiences for the profession-- al growth of the entire psychology staff.

    3. To provide the staff with an opportunity to become familiar with each of the twelve school districts served (workshops were conducted in a different school district each week.)

    Each member of the Psychological Services Staff is expected to participate.

11. Each member of the Psychological Services Staff is expected to attend regular staff meetings.

12. The Psychological Services Staff is expected to propose and conduct In-Service courses each year.

IV. B. FUNCTIONS AND RESPONSIBILITIES OF THE PSYCHOLOGIST ASSISTANT

1. The Psychologist Assistant aids the psychologist by undertaking certain routine activities which enhance the total understanding of each child referred, thereby freeing the psychologist to perform those functions which are of a special school learning and adjustment problems.

2. TRAINING:
The following training period is required of all Psychologist-Assistants:
   a. Observation of an administration of the Wechsler Intelligence Scale for Children and the Illinois Test of Psycholinguistic Abilities.
   b. Practice administrations consisting of: 10 WISC'S, 5 ITPA'S, 3 WRAT'S, 3 FROSTIG'S, 2 WEPMAN'S, 2 BENDER'S.
   c. Supervised administration (following required practice testing) of WISC, ITPA, and WEPMAN.

3. Proficiencies:

It is expected that the Psychologist-Assistant become proficient in test administration and scoring under the supervision of a psychologist and that he make accurate observations and take note of significant behavior during the test situation. It will also be expected of the assistant to become proficient in the Frostig Remediation program so that he will be able to aid teachers in setting up programs within their classes.

4. Responsibilities:

   a. The first and primary responsibility of the Psychologist-Assistant is to administer and score tests that he has been trained to give. The majority of these tests will be referred by the supervising psychologist.
   b. Occasionally the assistant may recommend further testing or re-testing as a result of his findings.
   c. Making classroom observations may be requested.
   d. Keeping files organized and various forms available.
   e. Attendance and participation in local school staff referral meeting and psychology staff meetings.
   f. Working co-operatively with psychology interns.
   g. Working with graduate psychology students involved in practicum testing in the field.
   h. Assisting classroom teachers in implementing recommendations.
   i. Participation in on-going in-service training program.
   j. Additional responsibilities may be assigned the Psychologist-Assistant by individual psychologists in the local school district.

IV. C. FUNCTIONS AND RESPONSIBILITIES OF SCHOOL PSYCHOLOGIST INTERNS

1. The psychologist Intern performs the same functions under supervision as the regular Certified School Psychologist.

2. The Psychologist Intern submits all written correspondence, reports, etc. for countersignature by supervising psychologist.

3. The Psychologist Intern is subject to the same guidelines and responsibilities as Certified Psychologist.

IV. THE INDIVIDUAL PSYCHOLOGICAL EXAMINATION*

D. The individual psychological examination is a comprehensive process requiring:

1. The gathering of information from a variety of sources.

2. The assessment of this information.

3. The preparation of a written report of findings and recommendations which is submitted to the building principal in most cases.

4. The follow-up and review of recommendations.

In providing an individual psychological examiniation, the school psychologist carefully considers a wide range of information. He obtains some of this information from psychological tests and techniques, and some of it from related sources of information. (See following section on resources). The psychologist takes into consideration information about physical condition, personal adjustment, social adjustment, intelligence, achievement, environment (e.g. home, school neighborhood, etc.) and related factors. In the case of educable and trainable mentally retarded children, the individual psychological evaluation must (by State Law) include the administration assessment and reporting of a reliable individual intelligence test, as well as other factors previously mentioned.

Resources:

To obtain information needed for an individual psychological evaluation, the school psychologist utilizes the following resources:

1. Health Records - contain information about the pupil's physical health and characteristics. This information is usually made available by the school nurse-teacher or the school physician. Physical conditions which may adversely affect the pupil's ability to learn or adjust to the school environment are noted.

2. Pupil personnel records - are valuable sources of long-term data in abbreviated form. In addition, they frequently contain reference to more detailed information available from various other pupil personnel service workers and from others on the school staff.

3. Anecdotal records - provide a historical and developmental perspective not always attainable at the time of a pupil referral. Included here would be observational accounts of behavioral incidents as witnessed and recorded by teachers and others. The subjectivity inherent in this resource is taken into account.

4. Standardized individual tests - provide information about intellectual functioning.

5. Standardized group and individual tests of achievement and other characteristics - provide information about skill in fundamental subjects (reading, math, spelling, etc.) aptitudes, and attitudes.

6. Projective tests and techniques - provide information about personality and motivation.

7. Observations of behavior in classroom, playground, assembly and other school situations - provide an opportunity to observe a pupil's problems as they are expressed in his environment.

8. Interviews with parents - yield valuable information about the home-school relationships and the home background.

9. Conferences with teachers and other school staff - afford opportunities to obtain information about the pupil's problem situation in more detail (as compared to written reports.)

10. Reports from community agencies - may be available, and often provide an added resource on which to draw.

* Adapted from "The Individual Psychologist Examination" booklet, published by University of the State of New York, 1959

V. PROFESSIONAL GROWTH

As in any profession, it is the responsibility of the individual to be aware of the latest advances in the field and to apply them in practice. School Psychologists share this responsibility and should conscientiously work toward development of skills and knowledge in maintaining the profession at its highest level. Among the opportunities available to the Psychological Services Staff are:

A. STAFF MEETINGS

Bi-weekly staff meeting provide an opportunity to discuss problems that may arise in the field. In addition, it provides as time for mutual sharing of information and ideas.

B. IN-SERVICES WORKSHOPS:

Psychologists may be called upon to present in-service workshops to faculties or special interest groups in a school system. Such workshops offer the psychologist an opportunity to share with the local districts information that can greatly enhance the educational system. The psychologist may also be interested in attending workshop that would enhance his professional skills.

C. CONFERENCES AND CONVENTIONS:

Throughout the year many conferences and conventions that would be of great benefit to the psychologist are held. Attendance at these meetings not only benefits the individual psychologist but his collegues as well (Please see "General Information" section "C" for procedures).

D. JOURNALS:

Journals can be an excellent source of information on the latest advances of school psychology. The Psychologist Services budget provides for numerous professional journals which are available to the Staff at the Director's central office.

E. PUBLIC APPEARANCES:

Often school psychologists are asked to speak at meeting of parent groups and other special interest groups. These are excellent opportunities to advance the profession of School Psychology, to keep the public informed of the latest trends in the field, and to obtain feedback from them on adequacy of services.

F. RESEARCH:

Research projects can be of great value to the school psychologist and are encouraged.

G. INFORMATION SOURCE:

The school psychologist should consider himself an information source and should attempt to make available to all interested parties new developments relative to education. This may be accomplished by writing journal articles, through memorandas to faculty members or through pupil personnel meetings.

VI. EVALUATIVE CRITERIA

For the purpose of accountability and to assure continued quality and efficiency in the performance of School Psychological Services, a system of evaluative criteria has been established.

This system takes the form of behavioral objectives.

Each fall the Director of School Psychological Services will meet individually with each member of the staff and determine mutually agreeable objectives for that school year.

Early in December and April, the Director will meet with the staff members individually to assess progress on the objectives. A summary of the evaluation meetings as well as copies of the behavioral objectives will be forwarded to the Chief School Officer in the respective districts and to the District Superintendent of Schools.

Evaluation of performance does not serve as an administrative tool only. It also established guidelines to assist the professional in executing his duties and protects him against unfair dismissal and unsubstantiaced criticism.

VII. REFERRAL PROCEDURES

To a great extent, referral procedures are the basis for School Psychological Services. For a school psychologist serving a number of districts, or a psychologist in only one district, the referral form becomes the primary medium for accurate communication between school personnel and the psychologist. If School Psychological Services are to be effective and efficient, a well organized and clearly communicated referral system must be instituted.

Most school districts have established some type of referral procedures designed to meet the needs of the personnel involved and the local situation. The following referral procedures are strongly recommended as guidelines for consideration. Individual school districts may wish to adjust these guidelines to meet their own particular needs.

A. Referral Forms (Also see sections dealing with Forms)

Currently, the BOCES psychological staff is working with two levels of standardized forms (the same form is used throughout the entire supervisory district): the Elementary level form and the secondary level form. The Elementary form is designed to provide space for the elementary personnel (i.e. teachers, principal, other authorized staff) to indicate the problem and related test information. In addition, this form has a section to completed by the school nurse. The secondary school referral form provides teachers with space to indicate the student's particular behavior in their classroom.

B. Referral Procedures - Elementary Level

Referral procedures should follow the following guidelines at the elemeatary level:

1. Initial contact and conference between teacher and principal (supervisor) concerning problem of the child.

2. Parent, teacher, and other staff involved meet; thereafter, parent is advised that child will or may be referred to psychologist. (Parent notification is the important part here - see section on Psychologist's relationship to Parents, etc.)

3. Written referral from teacher is submitted to principal (or supervisor) for approval. (A statement dealing with reason(s) for non-approval should be made to teacher submitting referral if the principal or supervisor does not forward it to the psychologist).

4. After approval, the psychologist receives the referral and takes appropriate action. (See section on the Individual Psychological Examination)

5. Following the examination of the Psychologist a written report will be submitted to the principal. This report should contain results of examination observations, and prescription. (See section XVII for appropriate forms.)

6. A staff meeting(involving teacher, principal, psychologist and all other personnel involved with case) should follow soon after the evaluation is completed. Recommendations and further considerations would be made at this time.

7. If the psychologist determines that a complete psychological examination is not necessary,he should determine appropriate intervention and inform the staff members of that action.

8. Written reports should be made only when formal evaluations take place. Appropriate, brief, narrative entries should be made periodically when other forms of intervention are used (ex: counseling, group therapy).

C. Referral Procedures - High School Level.

In general psychological referrals at the high school level may follow the pattern outlined in the previous section. Some variables to be taken into account: the local district policy on high school referrals, the district pupil personnel services policies (Guidance, etc.), and the viewpoint of the district's high school teacher's on referral practices at this level.

The following are guidelines for consideration. Modification to the needs of the local school may be desirable.

There are two basic types of referral procedures at the high school level: the written referral and the self-referral.

1. Written Referral: This form is completed by the teacher, principal, school nurse, guidance counselor, or other specialist on the school staff who wished to have the psychologist examine the pupil. The referral form is submitted to the building principal for approval, and then forwarded immediately to the certified psychologist serving the district. The parents or guardian of the student should be notified (usually by teacher or principal) that their child has been referred to the psychologist. If the building principal does not approve the referral, it should be returned to the person making the referral with reason(s) for non-approval.

2. Self Referral: Self-referral is a practice which has recently been introduced to the Livingston-Steuben-Wyoming BOCES Sole Supervisory District. Normally when this procedure is used, the student (usually Senior High School Pupil) places name and free periods in an envelope the name of the counselor or psychologist with whom he wishes to speak.

2. (continue)

It is then forwarded to the counselor through the intra-school mailing system. The psychologist, (or counselor) then contacts the student and sets up an appointment. An advantage of this type of referral is that students are offered an opportunity to deal with their problems without involving other adults whom the student may perceive as unsympathetic or threatening. If properly organized, the self-referral practice can be a valuable tool in meeting the needs of some students in the local district.

D. Dissemination of Psychological reports and other confidential information:

1. A. Each building should provide a locked filing cabinet for maintaining psychological records. This is often kept in the principal's office and should be available to members of the instructional staff and Committee on Handicapped.

B. A district file should also be kept by the psychologist containing all reports, protocols and entries, as well as personnal notes, materials and supplies.

2. Each written report should be submitted to the building principal, sho disseminates written reports to the teaching staff. State education law requires that such information be kept in locked files (see #1)

(After receiving a written report, the principal often passes it on to the nurse, teacher, etc. The report is then returned to the locked file where it is kept for future reference and for follow-up.)

E. Referrals to outside agencies:

During the individual psychological examination, it may become apparent to the psychologist that the student would benefit from an agency rendering services outside of the local school district. Need for a complete physical examination, eye, nose and throat examinations, neurological tests, and psychiatric consultation are but a few of the services which may be indicated. The School Psychologist does not make direct referrals to other agencies. However he may advise the parents concerning the needs of their child including need for referred to an agency(ies) outside the local school district. It is the responsibility of the parent or guardian to initiate extra-school examinations and referrals for their child.

F. Summary:

To be effective and efficient, school psychological services must be rendered according to a well organized and clearly communicated referral procedure. In this section we have attempted to set forth guidelines and suggestions in accomplishing this goal. Of prime importance is applicability to local school district ortanization; namely, whatever procedure is used, it is one that meets the needs of that school district. The general principle is that good communication among all school personnel, between the school and the parents, and between the staff and students is necessary if we are to be effective in our respective tasks.

VII. HANDICAPPED EDUCATION

In accordance with the following provisions of Section 207 of the Education Law as provided in the regulations of the Commissioner of Education, each school district is mandated to establish and maintain a committee to review annually the placement of all "handicapped" children in the district.

A. Definitions:

1. A "handicapped child is one who, because of mental, and/or physical, and/or emotional reasons, is not benefiting or cannot be expected to benefit from regular classroom instruction, but who can benefit from special services and programs which include, but are not limited to, transportation; home teaching; special classes; special teachers; pupil personnel services; resource rooms or other special facilities; and/or those services, facilities, or programs which can be obtained through the payment of tuition to boards of cooperative educational services, vocation educational and extension boards, public school districts, or other State Education Department approved agencies.

    1. A "mental reason" means a condition which impairs or limits the child's intellectual functioning.
    2. A "physical reason" means a condition which incapacitates the child and includes orthopedic, visual, auditory, neurological, cardiac and other medical conditions which result in inability to benefit from the regular educational programs for non-handicapped children, i.e., without some form(s) of special provision.
    3. An "emotional reason" means a condition of psychosocial origin leading to behavior which interfers with the child's ability to adjust to and benefit from existing regular class programs.

2. Definition of Mental Retardation

    In accordance with the New York State Education Law (section 4401), a child with retarded mental development is "...a minor who, because of retarded intellectual development as determined by an examination by an approved psychologist or psychiatrist, is incapable of benefiting through ordinary classroom instruction, but who may be expected to profit from special education facilities".

    Mentally retarded children are generally designated by the following:
    1. Trainable mentally retarded (TMR)
    2. Educable mentally retarded (EMR)

3. Special Classes for the Educable Mentally Retarded:

The term "educable mentally retarded" refers to those children who, on the basis of a comprehensive evaluation (such evaluation to include an individual psychological examination) are determined to possess general intellectual capacity that falls lower than is 1.5 standard deviations below the mean of the general population and who, in the considered judgment of the Committee on the Handicapped, cannot profit from regular classroom instruction but may be expected to profit from a special education program.

An individually administered intelligence test is a required part of the individual psychological examination for children who are handicapped because of impaired or limited intellectual functioning. Such a test does not alone and of itself constitute an individual psychological examination.

4. Special Classes for the Trainable Mentally Retarded

The term "Trainable Mentally Retarded" refers to those children who, on the basis of a comprehensive evaluation (such evaluation to include an individual psychological examination) are determined to possess general intellectual capacity that fall lower than 3 standard deviations below the mean of the general population and who, in the considered judgment of the Committee on the Handicapped, cannot profit from programs established for the educable mentally retarded, but may be expected to profit from a special education program for the trainable.

An individually administered intelligence test is a required part of the individual psychological examination for children who are handicapped because of impaired or limited intellectual functioning. Such a test does not alone and of itself constitute an individual psychological examination.

5. Clarification of "Psychological Examination" relevant to children with mental retardation.

An "individual psychological examination" means a comprehensive process by which an approved psychologist used a variety of psychological tools and techniques to study and describe a pupil's developmental, learning, behavioral and other personality characteristics for the purpose of education planning.

A list of tests or techniques used widely in the diagnosis of trainable mental retardation, and in the determination of a child's potentialities and characteristics, includes the following:

1. Arthur Point Scale of Performances
2. Bender Visual Motor Gestalt Test
3. Cattell Infant Intelligence Scale
4. Children's Picture Information Test

5. Columbia Mental Maturity Scale
6. Full-Range Picture Vocabulary Test
7. Gesell Developmental Schedule
8. Goodenough Intelligence Test
9. Illinois Test of Psycholinguistie Ability
10. Kuhlmann Tests of Mental Development
11. Leiter International Performances Scale (and the Arthur adaptation)
12. Merrill-Palmer Scale of Mental Tests
13. Minnesota Preschool Tests
14. Peabody Picture Vocabulary Scale
15. The Revised Stanford-Binet Itelligence Scale
16. Van Alstyne Picture Vocabulary Test
17. Vineland Social Maturity Scaled
18. Weshsler Intelligence Scale for Children

An individually administered intelligence test is a required part of the individual psychological examination for children who are handicapped because of impaired or limited intellectual functioning. Such a test does not alone and of itself constitute an individual psychological examination.

Either the Stanford Binet Intelligence Scale or the Wechsler Intelligence Scaled for Children is administered commonly by school psychologists as part of an individual psychological examination.

6. In the examination of the retarded child, particular attention should be given to the possible implications of physical disabilities. Many trainable retarded children suffer from mutiple handicaps, including vision or hearing defects. Such limitations must be taken into account by the school psychologist when he assesses intellectual potential. Similarly, such factors must be weighed carefully in determining whether or not mental retardation actually exists.

7. Definition of "Physically Handicapped"

The physically handicapped are those children whose handicapping condition is:

1. Hard of hearing
2. Deaf
3. Speech impaired
4. Visually handicapped
5. Crippled
6. Multiple physically handicapped
7. Other health impaired

8. Definition of "Emotionally Handicapped"

The State Education Department lists the following as Symptomatic checklist for children with emotional problems:

1. Not a good sport (resistive, obstinate and manipulates
2. Fighting, belligerance, aggressions, bullying, hostility and quarrelsomeness
3. Defies authority, fanatic or is incorrigible
4. Resents authority
5. Profane, stubborn
6. Malicious mischief
7. Inadequate guilt feelings
8. Selfish, stubborn, egcentric and miserly
9. Dogmatic, imposing, bigoted
10. Stealing and lying
11. Undependability, procrastination and lack of initiative
12. Truancy and frequent absences
13. Emotionally uncontrolled
14. Unusual sex interest (excessive modesty, pornographic interest, etc.
15. Irritable, nervous, and distractable
16. Peculiar and unusual thinking
17. Tantrums, emotional intensity and infantilism
18. Unclean and untidy
19. Vengeful and suspicious
20. Seclusiveness, and uncommunicativeness or evasiveness
21. Shyness, self-consciousness and sensitivity
22. Worrying and unhappy
23. Oversensitivity, fears, phobias, and anxiety
24. Submissive, bullied, and suggestible
25. Fatigue, lack of initiative, withdrawal
26. Inferiority feeling and anxiety
27. Overdependence on adults, attention-seeking, eagerness to impress, exaggeration, overtalkative
28. Resigned, contented, meticulous and pedantic
29. Absent-mindedness, day-dreaming, carelessness, forgetfulness, and lack of concentration or indifference
30. Erratic, lack of insight, irritability and distractability
31. Nail biting, thumb sucking, and other nervous mannerisms, tics or involuntary movements
32. Stammering, stuttering, and other speech anomalies
33. Cannot make decisions

Children displaying a significant number of such behaviors etc. should be carefully examined by the psychologist to determine appropriate intervention or referral.

9. Home Teaching

"Home Teaching" means instruction provided on an individual basis for a handicapped child confined to the home, hospital, or other institution because of the handicapping condition which precludes placement in a program in public schools.

10. Special Class

"Special Class" means a class containing handicapped children who have been grouped together because of similar educational needs for the purpose of being provided a program of special education under the direction of a specially trained teacher.

11. Special Class Teacher

"Special class teacher" means one who provides classroom instruction to handicapped children in special classes and who is certificated in the area of specialty in which she is employed.

12. Special Teacher

A "special teacher" means one who provides supplementary instructional services to handicapped children who are enrolled in a regular class or special class and who is certificated in the area of specialty in which she is employed.

13. Resource room

A "resource room" is a classroom area of adequate size to accommodate a special teacher, a small group of students as well as the specialized equipment necessary for instruction of handicapped children registered in special or regular classes who are in need of specialized supplementary instruction for varying periods during the day depending upon the severity of the handicapping condition and the educational needs of the child.

VIII. EDUCATIONAL PROGRAMS

184-b (200.3)

A. Special Classes (General)

1. The formation of special classes, including grouping and numbers, shall depend upon the nature of the children's capabilities, deficits and educational, social, or emotional needs.

2. Where the handicapping condition does not preclude functional participation in activities with non-handicapped children special classes shall be located in public school buildings where there are classes of regular grade children of similar chronological ages in order to promote integration of handicapped children into regular school activities. Adequate classroom space, facilities and equipment shall be provided for each special class.

3. A pupil shall not be excluded from special classes in public school programs unless:

   a. It is determined after appropriate evaluation, which may include a reasonable opportunity to be observed in the classroom, that said pupil has insufficient mental development, physical, maturation, social maturity or emotional stability to benefit from the program offered by such classes.

4. Upon request by the parent or guardian of an exempted pupil reconsideration concerning the admission or non-admission of the child shall be entertained by school authorities at least once a year.

B. Special Classes (Specific)

1. Special classes for children handicapped because of physical reasons.

   Under this heading school districts may organize special classes for children who are blind, deaf, orthopedically handicapped or neurologically impaired.

   a. Chronological age range of the children served shall not exceed three years.

   b. The special class size at the elementary level shall not exceed ten children, and at the secondary level shall not exceed fifteen children.

   c. Teachers selected for these classes shall be certified as teachers of handicapped children.

2. Special classes for children handicapped because of emotional reasons.

   a. Chronological age range of the children served shall not exceed three years.

   b. Special class size shall not exceed ten children.

   c. Teachers selected for these classes shall be certified in early childhood, elementary or secondary school education with additional work in the field of the emotionally disturbed.

3. Special classes for the mentally retarded

   The term "educable mentally retarded" refers to those children who, on the basis of a comprehensive evaluation (such evaluation to include an individual psychological examination) are determined to possess general intellectual capacity that falls lower than 1.5 standard deviations below the mean of the general population and who, in the considered judgment of the Committee on the Handicapped, cannot profit from regular classroom instruction but may be expected to profit from a special education program.

   An individually administered intelligence test is a required part of the individual psychological examination for children who are handicapped because of impaired or limited intellectual functioning. Such a test does not alone and of itself constitute an individual psychological examination.

   a. Special classes for the educable mentally retarded
      a. The chronological age range of children in a special class shall not exceed three years.

      b. The total enrollment in a special class at the elementary level shall not exceed fifteen; at the secondary level, it shall not exceed eighteen.

      c. Teachers of these classes shall be certificated as teachers of the mentally retarded.

   b. Special classes for trainable mentally retarded

      The term "trainable mentally retarded" refers to those who, on the basis of a comprehensive evaluation (such evaluation to include an individual psychological examination) are determined to possess general intellectual capacity that falls lower than 3 standard deviations below the means of the general population and who in the considered judgment of the Committee on the Handicapped, cannot profit from programs established for the educable mentally retarded, but may be expected to profit from a special education program for the trainable.

An individually administered intelligence test is a required part of the individual psychological examination for children who are handicapped because of impaired or limited intellectual functioning. Such a test does not alone and of itself constitute an individual psychological examination.

a. The chronological age range of children in a special class shall not exceed four years.

b. The total enrollment in a special class for children under chronological age 12 shall not exceed ten children; for children over chronological age 12, it shall not exceed twelve children.

c. Teachers selected for these classes shall be certificated as teachers of the mentally retarded.

C. 1.5 standard deviations below the mean in the general population approximates an IQ score of 75 on the Stanford-Binet (1960). Other tests of general intelligence can yield different IQ scores at 1.5 standard deviations from the mean. Three standard deviations below mean approximates an IQ score of 50 on the Stanford-Binet (1960).

4. Special classes for children handicapped because of multiple reasons.

Special classes in this category include classes for children whose combination of handicaps in such that the programs of the special classes in sections 1, 2, and 3 are not adequate for the special education needs and services necessary for these children.

Placement of children in such classes shall be on the basis of examination and recommendation directed and received by the school district's committee on handicapped.

a. The number of children in such classes as well as chronological age range of children served shall be based on the needs of the children.

b. Teachers selected for these classes shall be certificated as teachers of handicapped children.

5. Upon application and justification, approval may be granted for variance from the chronological age ranges and special class enrollments specified in the sections above.

C. Special Teachers

Special teachers provide specialized instruction for handicapped children. Special teachers include, but are not limited to, the following:

1. Speech and hearing teachers who provide remedial speech instruction to children with speech problems.

2. Itinerant teachers who work with blind and partially seeing children and offer instruction in such areas as braille reading and writing, typewriting, along with tutorial assistance when needed.

3. Special teachers who provide perceptual training and remediation in areas of learning deficit. Such services are rendered to children with brain damage and children who are emotionally disturbed.

4. Special teachers who serve children with moderately severe hearing loss and provide instruction in such areas as auditory training, speech reading, language and speech development, and tutorial assistance when needed.

5. Teachers who provide instruction and/or training in specialized curriculum areas such as physical education, music, art, home economics, industrial and occupational education.

6. Crisis Teachers who provide emotionally handicapped children with individual assistance during their periods of emotional reaction. They provide additional instructional assistance in such areas as visual and auditory perception, physical coordination, language and speech development and tutorial assistance in such areas as visual and auditory perception, physical coordination, language and speech development and tutorial assistance when needed.

D. Resource Room

Pupils in a resource room will vary according to need.

1. The teacher should be certificated as a teacher of handicapped children.

2. The resource room should be located in a public school building.

E. Home Instruction

1. The qualifications of teachers providing home instruction shall be as follows:

   a. For instruction at the elementary level, at least common branch certification under the rules and regulations of the Commissioner of Education.

   b. For instruction at the secondary level, a minimum of certification in the subject area being taught.

2. A pupil is eligible for home instruction if:

   a. He is handicapped as defined in Seciton 4401 of the Education Law, and unable to attend and profit from group instruction.

   b. He has the mental ability to profit from home instruction.

3. The schedule for home instruction should be subject to the individual needs and shall meet the following requirements:

   a. Instruction at the elementary level shall be for a minimum of five hours per week, preferably one hour per day.

   b. Instruction at the secondary level shall be for a minimum of ten hours per week, preferably two hours per day.

   c. Upon application and justification approval may be granted for variance.

   d. The school district shall maintain such records, periodic evaluations as are necessary to provide adequate assessment and appraisal of the progress made during the period of home instruction and readiness to return to a classroom program.

184-c (200.4) STATE ASSISTANCE FOR INSTRUCTION TO UNUSUALLY HANDICAPPED CHILDREN UNDER THE PROVISION OF SECTION 4407

A. Eligibility of Pupils. Satisfactory evidence must be provided that:

1. The child for whom assistance is requested is of school age.

2. There is present an unusual type of handicap or combination handicaps.

3. An application has been made to the public school system for instruction and that there is no adequate public school program available within the state.

4. Adequate medical and/or psychological examinations have been made.

5. Such child can be expected reasonably to benefit from instruction.

B. Eligibility of Schools

1. The facility for attendance at which assistance is requested shall have an adequate and suitable special education program and shall have been registered with the Department after a site visit to the facility. Application for approval of such a facility shall be made prior to February 1 of the school year for which the school is requesting approval. In no case shall a child be eligible for aid prior to the actual date as of which the facility is determined to be approved.

2. The State Education Department will require substantiating data from the facility that it has conducted an adequate and suitable special education program for at least one school year prior to application for approval under the provisions of Education Law Section 4407.

3. Approval of a facility located outside the State may be based on recommendations made by public officials of the state where the school is located.

4. Facilities and educational programs located outside the Continental United States will not be eligible for approval.

5. Payments to the approved facility shall be utilized by that facility solely for those expenses directly related to the instructional program. Such expenses shall be determined as being expenditures for salaries of education personnel including teachers, librarians, administrators, supervisors, and aides and all expenditures for appropriate textbooks and other instructional materials. For the purposes of this amendment, no expenditure for salaries of educational personnel as outlined above shall be in excess of $8,500 per person. Audits may be conducted by the Education Department, to determine whether such payments are so utilized.

6. Where other State Agencies are involved in the funding of approved facilities, any audits conducted by such agency shall be made available to the State Education Department upon written request to the facility.

7. All facilities with ten or more children who have been determined to be eligible under the provision of Section 4407 which have instructional costs in excess of the State aid allocation shall submit evidence that they are providing instruction at no additional cost, other than the State aid allocation, to at least 10% of their total enrollment of such students. Students eligible for instruction at no additional cost other than the State aid allocation shall be so determined by the County, City, or Town Commissioner for Social Services or, in the case of New York City, the Human Resources Administration. The approved facility shall include a statement attesting to

to the eligibility of such students, and that appropriate instructional services have been provided prior to the close of the school year during which those children received such services.

8. All approved facilities with ten or more approved students shall submit by November 15 to the State Education Department an annual financial statement for the previous school year, prepared by an independent accounting firm. Such a statement shall include the source of all monies received and shall indicate how these monies were expended. Such a statement shall include information concerning the method used to compute actual instructional costs per child.

9. The local school district or Board of Cooperative Educational Services wherein a child resides may request from an approved school whatever data and/or reports are necessary to determine a child's eligibility for State Aid. The local school district and/or Board of Cooperative Educational Services professional personnel to determine this eligibility. Failure to comply with requests for information or failure of a child to appear for evaluation shall be a cause of denying approval.

10. When a public facility for instruction is available for a handicapped child, placement in such facility shall be for the entire school year or balance thereof. When a public facility for instruction has been indicated as not available for a handicapped child, placement in an approved nonpublic facility shall be for the entire school year of the balance thereof. Should a public facility for instruction determine that it cannot meet the instructional program, aid will approve a facility regardless of deadline date as long as appropriate application requirements are met.

11. A parent or guardian of an eligible handicapped child attending an approved school shall not be required to participate in any type of fund raising activity for that school.

IX. COMMITTEES ON HANDICAPPED CHILDREN

B. Pursuant to Article 207 of the Education Law (par. 184-2 200.2) A Committee on Handicapped Children must be formed in (for) every local school district.

I. Each district shall establish and maintain a committee on handicapped children (or contract with BOCES for assistance of such a committee).

II. Handicapped children are those determined to be handicapped due to reasons below:

1. mental
2. physical
3. emotional

III. Committee Membership:

1. Fully qualified School Psychologist
2. Physician
3. Administrator or teacher of Special Education (Optional) other reasonable school authorities designated by chief school officer.

IV. The chief school officer must file annually with Commissioner a list of committee members and their qualifications. An annual report on handicapped children must be maintained in the local district.

V. Functions of Committee

1. To review and evaluate at least annually the status of each pupil within the school district who is designated "handicapped".

2. Review and evaluate all relevant information pertinent to each handicapped child, including the results of physical examinations and psychological examinations and other suitable evaluations and examinations as necessary to ascertain the physical, mental, emotional, and cultural educational factors which may contribute to the handicapping condition, and all other school data which bear on the pupil's progress.

3. Make recommendations to the chief school officer as to appropriate educational programs and placement, and as to the advisability of continuation, modification, or termination of special class or program placements.

4. Determine the frequency and nature of periodic re-evaluations of handicapped pupils by appropriate specialists, with the provision that each child in a special program or special class be re-examined by a qualified school psychologist at least once every three years.

5. Make, or have made, periodic evaluations of the adequacy of programs, service and facilities for handicapped children.

6. Report periodically, but at least annually, to the chief school officer who shall transmit such report to the State Education Department, the status of each handicapped child and the status of programs, services, and facilities made available by the school district.

7. The committee invites any responsible party involved in a case to testify concerning the needs and alternatives available.

VI. Referral practices

1. Referrals to the committee of children potentially in need of change of educational program should be made in writing and should be accompanied by all appropriate supportive evidence available at the time of referral (evaluations, school progress, health factors, etc.)

2. Referrals may be made by any responsible school authority. (Referrals often come from nurses, principals, guidance counselors, special education teachers or the psychologist)

3. After written referral is received, it will be considered by the committee and appropriate action will be taken:
   a. placement recommendations
   b. referral for additional evaluation
   c. further investigation within district
   d. other

4. The functioning of the Committee in no way is intended to assume the regular duties of any school personnel. Each person will be expected to contribute all available data relating to his field (example: A nurse will often pursue possible alternatives for a case including outside agencies before referring to the Committee. Such groundwork will be most useful in making final recommendations and is encouraged)

C. PROCEDURAL GUIDELINES FOR HANDICAPPED CHILDREN

In order to facilitate the work of the local Committee on the Handicapped and to aid in planning for the next school year, it is necessary to develop a list of all educationally handicapped children in need of special educational services. The Psychology Staff determines such needs on the basis of teacher referrals. Therefore, it is imperative that sufficient time be allowed to examine all children suspected of having learning handicaps (intellectual, perceptual, physical, emotional, etc).

I. Each local building staff (principal, psychologist, nurse, guidance, teachers, etc.) will be responsible for obtaining relevant data, requesting mandatory evaluations, meeting with parents and bringing to the attention of the school psychologist all children in that building currently in need of special educational consideration for the following year.

II. The local Committee on Handicapped Children will review the recommendations fo all buildings and assess the adequancy of existing programs to meet those needs.

III. The Committee will then make recommendations to the local district Chief School Officer, and the Director of Special Education.

IV. Written recommendations should include:

1. Those children able to move to another level in a program.
2. Those children remaining in their present placement
3. Those leaving the program or present placement
4. Those not currently in a special program but in need of special educational placement (new placements etc.)

X. EXEMPTIONS FROM ATTENDANCE

(From regulations of the commissioner, subchapter, part 101, Appendix)

A. Definitions

The following shall be qualified examiners for the purpose of this article:

1. For making examinations for physical disability, school physicians, and other physicians qualified to practice in New York State.

2. For making examinations for severe mental retardation, or mental or emotional disorder
   a. Psychiatrists certified by the Department of Mental Hygiene

   b. Psychologists certified by the Department of Mental Hygiene, or school psychologists holding certificates issued by the State Education Department, or other psychologists certified by such department

   c. State-operated mental health clinics, or mental health clinics licensed by the New York State Department of Mental Hygiene.

B. Exemption for attendance

Minors between the ages of 6 and 16 years are required to attend upon instruction unless exempted from such attendance in accordance with the following regulations:

1. The sole trustee, the board of trustees, or the board of education of any school district may cause a minor between the ages of 5 and 21 years, who is in attendance or who is required to be in attendance, to be examined by qualified physicians, psychiatrists, or psychologists as hereinafter provided and may, upon their written recommendations, which shall be kept on file, exempt or exclude such minors from attendance for such period as the recommendation may determine, upon approval of the State Education Department.

C. Certificate of exemption shall be issued because of:

a. Physical disability
b. severe mental retardation
c. mental or emotional disorders.

D. Examination and recommendation

1. Examination and recommendation for exemption shall be made by the persons enumerated in section 101.0 as follows:

a. Physical disability

For exemption because of physical disability for a period of not less than 3 months but not to exceed 1 year, such examination shall be made by two physicians, one of whom shall be the school physician. Such exemptions, in accordance with the best judgment of the examining physicians and the special circumstances of the case, may be recommended initially for a 3 month, 6 month, 9 month or 12 month period.

Renewal of an exemption, because of physical disability, beyond the disignated 3,6,9, or 12 month period for physical disability shall be upon written recommendation after a thorough examination, by two physicians, one of whom shall be the school physician.

b. Severe Mental Retardation

For exemption of those children who because of severe mental retardation or deficiency are unable to benefit from instruction for a period of not less than 6 months but in any case the study shall include a careful physical examination by the school physician and any physical handicaps shall be noted.

Renewal of an exemption of those children who because of severe mental retardation or other deficiency are unable to benefit from instruction beyond the period of the original exemption shall be upon the written recommendation of a qualified psychiatrist, or by an approved clinic, after a thorough examination, which shall follow the general pattern of the examination made of the original exemption. Further examinations shall be made prior to the termination thereof upon the recommendation of the examiner, if in his judgment such re-examination is desirable. An exemption, because of mental disability, will be accepted as permanent and a written recommendation made by the examiner is approved by the Education Department. When approved, certification of all permanent exemptions shall be kept in an active file as long as the exempted minors are within the compulsory school age limits and may be subject to review in any instance where exceptional circumstance would seem to justify such review.

c. Mental or emotional disorder

For exemption because of a mental or emotional disorder for a period of not to exceed 6 months, such examination shall be made by a qualified psychiatrist and a qualified psychologist or by an approved clinic. In any case, the study shall include a careful physical examination by the school physician and any physical handicaps shall be noted.

d. Renewal of an exemption because of a mental or emotional disorder beyond the period of the original exemption shall be upon the written recommendation after a thorough examination by a qualified psychiatrist and a qualified psychologist or by an approved clinic, and shall be followed by periodic examinations as necessary in the judgment of the examining psychiatrist or clinic. Said written recommendation shall include a summary, by the psychiatrist or the clinic, of the child's mental status.

e. Notices

1. Notice of the exemption or exclusion of any minor between 5 and 21 years of age shall be sent to the issuance of exemption certificate. A similar notice shall be sent to the parent or guardian.

f. Transfers

1. If a presently exempted child moves to another school district, copies of the exemption forms shall be sent to the superintendent of the receiving district and the Bureau of School Social Services shall be notified.

g. Compulsory Education Law

1. Who are required to be instructed:
Article 65. Compulsory Education and School Census, section 3205. Attendance of minors upon full time day instruction, states: 1. In each district of the state each minor from six to sixteen years of age shall attend upon full time day instruction.

2. What is done if a child cannot attend school:
Article 65. Compulsory Education and School Census, section 3208, Attendance of minor included by the provisions of part one of this article shall be required to attend upon instruction only if in proper mental and physical condition.

B. A minor whose mental or physical condition is such that his attendance upon instruction under the provisions of part one of this article would endanger the health or safety of himself or of other minors, or who is feebleminded to the extent that he is unable to benefit from instruction, shall not be permitted to attend.

C. A minor whose mental or physical condition is such that, because of the lack of facilities for his care, transportation and instruction he is not permitted or required to attend upon instruction, shall be deemed in proper mental and physical condition to attend, if the lacking facilities are provided.

d. If a minor's mental or physical condition, by virtue of which he is not required or permitted to attend upon instruction, is due to physical defects or to a physical condition which may be remedied by the taking of reasonable measures, such mental or physical condition shall justify only the temporary failure of the minor to attend.

e. The determination of a minor's mental or physical condition under the provisions of part one of this article shall be based upon actual examination of the minor made by a person or persons qualified by appropriate training and experience, in accordance with regulations of the State Education Department. The State Education Department shall designate persons having the required qualifications to make such mental or physical examination on behalf of any local school authorities, except that in a city having a population of one million or more the superintendent of schools shall designate such persons.

XI. *REGULATIONS CONCERNING PUPIL RECORDS

A. What is a pupil record?

The term "pupil records" means those records maintained by any officer or employee of the school district for each pupil for the use of professional members of the school staff. If a teacher, counselor or other officer or employee of a school district makes certain notes by way of jottings to himself and such material is placed in a pupil's folder or record, such notes or memoranda will become pupil records. However, if a teacher, counselor, etc., makes preliminary notes and then transcribes the actual record, such notes would not become pupil records.

B. Availability of pupil records.

Regarding psychological reports, etc., the privilege of confidentiality merely prevents the disclosure of the communication or record to third parties, i.e., to persons other than the parents and other than the person making the record. The "client" or "patient" referred to is the child and, since the child is a minor, and cannot exercise full legal discretion, the parent or guardian of the child is entitled to such information.

At the time of the inspection of such records by the parent, appropriate personnel should be present where necessary to prevent any misinterpretation by the parent of the meaning of the record, since some of the records here in question may not be properly evaluated and understood by some parents. If it is a psychological record, it should be explained by the psychologist who prepared the record. Where the person who made the record, such as the psychologist, is not available, the explanation should be made by a professional expert in the field.

C. Pupil records and the law of libel and slander.

The persons charged with the responsibility of establishing a record must at all times consider most carefully whether or not the record has any direct relation to the educative process and whether or not the information recorded is factually accurate. In addition, a distinction must be made between matters reported to the recorder and those matters of which the recorder has personal knowledge.

Carefully worded professional opinion, rendered in line of duty by physician, psychologist, guidance counselor, principal or teacher, does not constitute criminal libel, if it is reasonably related to the educative process and if it accurately reflects true facts.

*Manual on Pupil Records
The University of the State of New York
The State Education Department
Albany

D. Transfer of pupil records.

Original pupil records of any kind may not be transferred from the jurisdiction of the school district which first prepared them. When a child transfers to another school, information in the form of a transcript or photographic copies must be sent to the receiving school. The information that is forwarded to a new school should include everything that was actually used; i.e., contained in the file of the student.

Transfer of pupil information must not be made without the consent, expressed or implied, of the pupil's parents. Parental consent may reasonably be implied where the student transfers to another school; where he was applied; where he has applied for admission to an institution of higher learning; or where he has made application for employment.

E. Maintenance of pupil records.

1. The Psychologist report regarding a pupil's ability, personality, family and environmental influences prepared by a school Psychologist for the school staff may be disposed after having been retained for a period of 6 years after date of report or 6 years after graduation, whichever is later.

2. Notes and other source materials used by the Psychologist in preparing a Psychological report about a pupil is disposable after having been retained 1 year after the Psychological report based on these notes was written. (Guidance folders - 6 year limit. cumulation folders - 50 year limit)

3. Disposal of public school records must be accomplished in prescribed form after making appropriate written request and receiving approval of the commissioner of education. (The various schedules are adopted by local boards of education in a "blanket" type of resolution; therefore, specific permission is not necessary each time records are disposed of).

Always check with the Chief School Officer in the district before disposing of any records.

XII. RESEARCH

To optimize the quality of education in the schools on-going research is a necessity. The school psychologist, because of his training in educational and psychological experimental design and data interpretation, is qualified to design, carry out, and interpret such research. Research projects may be carried out within a single district dealing with a particular problem or situation within that district, or in concert with other psychologists involved with similar interests.

Research projects also sometimes serve to bring state or federal grant funding into the district to defray costs, thus reducing cost to the district to a minimum while providing additional service for the children of that district.

XIII. FEDERAL AND STATE GRANTS

It is expected that the School Psychological Services Staff will submit at least one grant application annually to help secure funds for improving the quality of special educational services to the schools within the Livingston-Steuben-Wyoming BOCES District.

The grant applications may take the form of direct service to pupils, in-service programs, consulting proposals and other worth while projects.

It will be the responsibility of each staff member to assist in providing data and other materials necessary for determining needs and assessing local school district participation.

XIV. GENERAL INFORMATION

A. Ordering of supplies and materials

All requests for supplies and materials should be processed through the Director of Psychological Services. These requests must be in writing and include the following:

1. Name of Psychologist making order
2. School District in which major use anticipated
3. Name and address of vendor (publisher)
4. Complete description of article (order number, etc.)
5. Quantity needed
6. Cost per unit

B. Maintenance or Supplies and Materials

Each member of the Psychological Service Staff is responsible for the prudent use and care of supplies and materials issued to him.

At such time as a Staff Member terminates his employment with the Livingston-Steuben-Wyoming BOCES, he will surrender all materials and supplies to the Director of Psychologist Services and present an accurate inventory of all supplies and materials issued to him which are currently in the districts that he services.

C. Conference leave procedures begins at the local school district level. After clearing the conference dates, time and willingness of district(s) to pay expenses the psychologist should submit a letter to the BOCES Board of Education via the District Superintendent of Schools requesting conference leave. If conference leave is approved, the dates should be shared with the Director of Psychologist Services. After returning from the conference, the staff member will submit a written report to the Superintendent of Schools (a copy to Director of Psychologist Services) giving a summary of the program and benefits from attending the conference. He will be expected to share the highlights and innovations with other members of the staff.

D. Information relating to sick leave, tenure, insurance, personal days, etc., is consistent throughout the BOCES District for all employees including psychologists.

E. Lists of Possible Resources

1. The Psychologist is encouraged to cooperate with and utilize the services of other resource persons and agencies whenever possible. The policy of cooperative efforts should help to minimize duplication of services and expedite information gathering, reporting and referrals.

   Lists of potential resources are prepared for the benefit of the Psychologist Service Staff, the resource persons and for the local school districts.

2. Livingston-Steuben-Wyoming Counties
   BOCES Special Education Division
   Leicester Education Center, Leicester, New York

   Livingston County Mental Health Clinic
   Geneseo, New York 14454
   Dr. Duncan, Director

   Craig State School
   Sonyea, New York
   Dr. Hunter, Director
   Generally limited to mentally retarded who can not be placed else where.

   Livingston-Wyoming Counties ARC (Assoc, for Retarded Children)

   Mrs. William Derby, President
   64 Second Street
   Geneseo, New York 14454

   Livingston County Department of Health
   Building 2, Murry Hill
   Mt. Morris, New York 14510
   Department of Health Clinics
   Free Well-Baby Clinics
   Free Pre-School Immunization Clinics
   Free Orthopedic Clinics

3. Monroe County

   Learning Disorder Clinic
   Strong Memorial Hospital
   260 Crittenden Blvd.
   Rochester, New York

   Developmental Disorders Clinic
   Strong Memorial Hospital
   275-2986

Monroe C. Assoc. for Children with Learning Disabilities
The Health Association
973 East Avenue
Rochester, New York
271-3540

Psychodiagnostic Laboratory
1545 Mt. Hope Ave
Rochester, New York 14620

Department of Pediatrics
Dr. Frederick Horner, Director
Medical Center
260 Crittenden Blvd.
Rochester, New York

Communication Disorder Laboratory
Rochester Mental Health Clinic
1425 Portland Ave.
Rochester, New York

Children and Youth Division, Dr. Wm. Halpern, Director
Rochester Mental Health Clinic
1425 Portland Ave.
Rochester, New York

Rochester Institute of Tech.
Dr. Jean Suedmeyer
Reading and Study Clinic
One Lomb Memorial Drive
Rochester, New York
464-2281

Convalescent Hospital for Children
2075 Scottsville Road
Scottsville, New York
436-4442

Al Sigl Center for Rehabilitation Agencies
1000 Elmwood Avenue
Rochester, New York
442-4100

United Cerebral Palsy of Rochester Area
Mrs. Susan Hayes
1000 Elmwood Avenue
Rochester, New York

Hillside Children's Center (residential treatment)
1183 Monroe Avenue
Rochester, New York

St. Joseph's Villa (residential treatment, Catholic)
3300 Dewey Avenue
Rochester, New York

Monroe County con't

Northern Inc.
160 Northaven Avenue
Rochester, New York
(counseling for unwed pregnancies, excellent reputation)

Foreman Education Center
41 O'Conner
Fairport, New York
377-4660

Outside Immediate Area

Computer Assisted Planning Communications Center
State University College at Buffalo
862-5433

SEIMC - Regional Special Educ. Instr. Materials Center
Mrs. Elizabeth Ayers, Dir. 862-5506
1300 Elmwood Avenue
Buffalo, New York 14222

Genesee County BOCES, ASEIMC
56 Harvester Avenue
Batavia, New York 14020
343-4363

School for the Blind
Batavia, New York

Project Reach (migrants)
Doris Christopher, Director
Perkinsville, New York

Day Care Center (title program)
Lackawanna Street
Wayland, New York
Mrs. Lucy Austin, Director

Migrant Office
Genesee, New York (old Holcomb School)
Dr. Gloria Mattera, Director

NYS Assoc., of Teachers of Mentally Handicapped, Inc.
Mrs. Alice O. Baker, President
RD 3, Maloney Road
Wappingers Falls, New York 12590

School Mental Health Services
Morris Sandgrund, Director
Mrs. Alice Harrison - Social Worker
454-5360

XIV. STANDARD FORMS

Considerable effort was spent organizing a system of recording and disseminating information. Most forms were developed to meet specific needs of the Livingston-Steuben-Wyoming BOCES Sole Supervisory District.

The coding of standardized forms should be utilized whenever possible to facilitate communications.

We anticipate many minor changes in the forms which are included in the handbook. The handbook will be revised periodically to accomodate changes in all sections.

The standardization of reporting procedures is flexible to allow for individual needs of local school districts and preferences of the psychologist. However a summary of each referral (in some written form) should be on file.